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ABSTRACT

This guide addresses the personnel, curriculum, equipment, inservice, interagency cooperation, and evaluation that are appropriate for low-cost and no-cost activities designed to help Missouri special needs students make the transition from school to work. Following an overview and a short glossary, the bulk of the document is in a question-and-answer format. The topics covered include how to identify low-cost and no-cost transition activities, the responsibilities of school district personnel, what community members should take part in planning activities, ideas for curriculum development, equipment and materials available to teachers, how school districts can bring about low-cost and no-cost inservice education, resources for training, inexpensive methods of advertising activities, why interagency cooperation is a necessary component of transition activities, what interagency cooperation accomplishes for students, how school districts can improve interagency cooperation, and evaluation of activities. The appendices contain examples of materials useful in teaching a functional curriculum, three references, and a graphic depiction of the home, school, and community environments in the transition from school to work. (CML)

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TITLE: LOW COST/NO COST TRANSITION ACTIVITIES

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Abstract: This module addresses low cost/no cost transition activities. The module makes a number of suggestions involving personnel, curriculum, equipment, inservice and interagency cooperation.

CE 055 369

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Overview

In an era of budget constraints and new priorities, state and local school districts have sought strategies that would maintain current levels of services. While transition services between schools and employment settings remains a national priority, new priorities have emerged. School districts interested in providing transition services are requesting further information on activities that can be implemented at low cost or no cost.

This module will address a number of issues related to providing transition services at low or no cost. This module will suggest a number of low cost/no cost activities involving personnel, curriculum, equipment, inservice, interagency cooperation, and evaluation.

Definitions/Terminology

Interagency Cooperation	An interrelated set of people or organizations capable of providing transition services or activities. Such service and activities come about through a carefully orchestrated process intended to benefit the special needs learner. The process is deliberate, involves change, requires planning, and is intended to be accepted by each agency.
CSPD	Public Law 94-142 requires each state to establish a Comprehensive System of Personnel Development (CSPD). The CSPD process focuses upon personnel development. Flow through monies, under P.L. 94-142, provide each school district with CSPD funds to identify and improve teachers' skills. Each school district has available to them an additional $10 per handicapped student.
Transition Services/ Activities	A formal, planned process involving special needs learners, parents, school professionals, and community agency personnel that result in the preparation and implementation of a plan to assist special needs learners in developing knowledge, skills, and attitudes required to enter and succeed in postsecondary education, sustained employment, and independent living. Transition services refers to the service providers, while transition activities refers to the specific activities that lead the student to obtain competency in the skill.

Frequently Asked Questions

Q. WHAT ARE SOME SUGGESTIONS FOR IDENTIFYING LOW COST/NO COST TRANSITION ACTIVITIES?

A. Getting started is easier than you think and a number of school procedures may be already in place. Schools and school districts regularly conduct a needs assessment to identify staff concerns, staff priorities, and further programming directions. Such information and data are useful to state and local administrators, allowing them to formulate plans and search for solutions.

A number of school districts are currently involved in transition activities and services. Missouri LINC staff are happy to share information regarding transition in any of these districts. Speaking directly with personnel from districts where transition has been a priority over the past few years provides opportunities for exchange of helpful information regarding low cost/no cost activities.

After identifying district personnel needs and levels of awareness regarding transition, another suggestion may involve the establishment of a task force. The task force offers other professionals and parents, who share your concerns, to collaborate their efforts to improve transition activities and services. The task force may define, design, and implement a number of low cost or no cost transition activities that involve personnel, curriculum, equipment, inservices, agency cooperation, and evaluation.

PERSONNEL

Q. WHAT ARE THE RESPONSIBILITIES OF EXISTING SCHOOL DISTRICT PERSONNEL FOR TRANSITION ACTIVITIES WHICH WILL BE OF LOW OR NO EXTRA COST?

A. Districts must coordinate existing personnel to efficiently and effectively plan and implement transition activities. Staff who work directly and indirectly with students with special needs have a role in a district's overall transition efforts. The roles and responsibilities of district personnel include:

SUPERINTENDENT
The size of the school district may have an effect on the direct involvement of the superintendent. Regardless of the school district size, the superintendent must be aware of and support the transition activities within that district.

DIRECTOR OF SPECIAL EDUCATION

The director of special education can assume the role of "Transition Specialist" and provide leadership for the district's transition efforts. These activities might include:

- *provide flexible scheduling for staff and parents in order to implement all phases of transition,
- *identify other district personnel who will be involved in all components of transition planning and implementation,
- *provide support, feedback and the necessary resources needed for transition services,
- *organize inservice (if needed) for appropriate personnel involved in transition efforts,
- *become familiar with legislation and research pertaining to transition and sharing such information with all staff,
- *utilize CSPD monies to train district personnel in transition skills , and
- *communicate and seek the support of building and district administrators for transition services.

A specific responsibility the special education director can assume is to chair an ongoing district transition committee. The director of special education can provide leadership for committee activities, including:

- *guide the transition committee to outline a transition implementation plan including goals, activities, and timelines;
- *survey teachers for inservice topics of interest that relate to transition, and conduct and evaluate those workshops;
- *determine where voids in curriculum and program options exist as they relate to transition;
- *evaluate transition efforts and determine the impact of services on students;
- *provide transition leadership for future years; and,
- *assist in identifying materials needed to implement transition services and activities.

The director of special education plays a crucial role in leading the district's transition efforts. The dedication of the director of special education will have an effect on the success of the district's transition project.

SPECIAL EDUCATION TEACHER

The special education teacher plays an important role in transition planning and implementation as it directly effects students. The special education teacher's primary responsibility for transition efforts is in the area of

curriculum evaluation, planning and implementation. The current curriculum can be evaluated to determine if skills being taught prepare students for adult life. The special education teacher can then identify the gaps between what should be taught and what is being taught. Having completed that, he/she can begin to fill those gaps with functional and meaningful learning experiences. The special educator may need to conduct job analyses in order to determine specific job skills which might be taught in the schools. The special education teacher is responsible to assure that the materials being used to teach students are functional, and as often as possible taught in natural contexts and settings.

As part of the transition team the special educator is also responsible for coordinating the curriculum with previous and subsequent teachers to assure continuity in the educational program for students with special needs. Districts which plan the curriculum to build on skills needed for adult life will have a positive effect on students' transition.

The IEP meeting is the appropriate opportunity to spell out specific transition activities for individual students.

The special education teacher can put transition planning into practice by taking a leadership role with members of the IEP committee, including:

- *introduce the concept of transition to representatives from adult service agencies (e.g., Division of Vocational Rehabilitation, Department of Mental Health, adult service agency staff, etc.),
- *encourage the active participation of adult service representatives in the IEP or IVEP process,
- *identify transition goals and objectives to prepare the student for adulthood; and,
- *involve parents in their role in the transition process.

The special education teacher has the important job of evaluating the current curriculum, identifying relevant goals and objectives, and coordinating the curriculum with other teachers.

The special education teacher not only enhances curriculum, but may be responsible for placing students on job sites, establishing community contacts, and enabling students to apply for and obtain postsecondary services. The special educator may also be involved in proposal writing as well as seeking funds for specific projects. All special educators should be concerned with transition. Therefore, both elementary and secondary teachers from all categorical areas should play a role in the transition planning and implementation within a district.

VOCATIONAL SPECIAL NEEDS COUNSELOR (VSN COUNSELOR)

The VSN counselor has the responsibility of assisting students in planning for their future. For the transition from school to work or educational opportunities to be successful, families, schools, and agency personnel must work together to systematically plan for the future.

The vocational special needs counselor serves as a liaison with parents, special vocational educators, employers, and agency personnel. The arrangement and monitoring of parent/student conferences is very important in the future planning for the student. Some parents may prefer to meet outside of school. Therefore, it may be more feasible to meet at their home or at a more convenient time.

Communication and cooperation with employers and potential employers of students with special needs allows for a good working relationship between the school and community. This relationship enhances the opportunities for students with special needs to be placed on jobs, experience success, and become self-supporting, independent adults. Follow-up on placement is essential for future program planning. The VSN counselor is instrumental in providing these and other services to students with special needs.

Community and four year colleges and universities now offer a variety of services for students with special needs. It is important to be aware of the services offered by the different educational institutions as well as individuals to contact regarding those services. Financial aid information and materials should be made available to students and parents so they may make decisions based on all the facts and resources. Information regarding postsecondary options should be communicated to students and parents in a positive, realistic manner. The Guide to Missouri Post-Secondary Programs Offering Special Services (Timmons, 1986) may be beneficial.

VOCATIONAL ADJUSTMENT COORDINATOR

The vocational adjustment coordinator (VAC) has an important role in district transition planning and implementation. The VAC may be designated as the "transition coordinator" for the district. The primary responsibility of the VAC is to develop a successful cooperative school to work program. A cooperative school to work program involves students receiving credit while learning social skills, job skills, and related academic skills on actual job sites in the community. The very nature of this program is to facilitate transition from school to work for students with special needs. To develop a successful cooperative school to work program and to facilitate transition for students with handicapping conditions, the VAC must:

*cooperate and coordinate services with the Division of Vocational Rehabilitation counselor;
*develop a communication network with community businesses, parents, and school staff;
*ensure that appropriate vocational goals are in the IEP
*facilitate student progress and assure that graduation requirements are met; and,
*develop community training sites and implement on-the-job training (Gritzmacher, Reppeto, and Maxam, 1988).

VOCATIONAL RESOURCE EDUCATOR

If a district has a VRE, the role of the VRE in the transition process may vary depending upon the policies of the school district. Services to assure successful transition from school to post-school opportunities are mandated through the the Carl D. Perkins Vocational Education Act. As a result, some districts have more fully developed programs than others. Thus, the VRE may assume the role of transition coordinator.

Some of the following activities may be considered as part of the VRE's role in the transition process:

*design inservice programs for special educators, vocational educators, counselors, administrators and parents on the transition concept and identifying roles and responsibilities that each person can contribute to the process;
*assist in the development of IEP goals related to the transitional needs of students, including vocational goals and objectives;
*become knowledgeable of community services and resources;
*become knowledgeable of postsecondary vocational training schools which have support services for students;
*become knowledgeable of community employers; and,
*conduct small group discussions for juniors and seniors, allowing them to outline their future plans and steps needed to attain those plans (Boyer-Stephens, 1987).

CLERICAL ASSISTANCE

The role that clerical staff may play should also not be underestimated. The importance of good communication, whether it be written or oral, cannot be overemphasized. Here, the role of the clerical staff to facilitate common objectives is vital. Clerical staff may aid transition related activities in a number of ways. These services and activities might include:

*manage fiscal activities related to transition services;
*maintain accounting and purchasing records;
*order equipment, materials and supplies;
*take and disseminate minutes of meetings;

*serve as a liaison between task force members;
*aid in the organization of materials, procedures, and policies; and, most importantly,
*maintain correspondence records.

Q. WHO IN THE COMMUNITY SHOULD TAKE PART IN THE TRANSITION PLANNING, AND WHAT ROLES DO THEY SERVE?

A. Without the support and active involvement of parents and businesses, transition services would not be possible. The contribution of the parents may include:

*understand the goals of the transition project;
*promote home-based training activities that develop job skills;
*advocate for the passage of vocational legislation;
*become a member of the transition advisory council in your district; and,
*network with other parents, providing emotional support and exchanging information on their child's rights.

The contributions of businesses may include:

*identify economic trends,
*provide job leads to transition teachers and students,
*advocate for the hiring of the handicapped,
*provide employment consultation to the transition team,
*suggest curriculum modifications,
*offer work experiences for the handicapped, and
*provide resources and materials to transition team members.

CURRICULUM

Q. WHAT ARE SOME LOW COST/NO COST IDEAS FOR CURRICULUM DEVELOPMENT FOR TRANSITION?

A. School district personnel can complete many curriculum development activities that are of low or no cost to the district. Many districts have regularly scheduled special education and curriculum development meetings. These meetings can establish priorities. Some goals and activities to focus on curriculum development during committee or staff meetings may include:

*analysis of current curriculum for appropriateness of skills being taught,
*review of current curriculum materials,
*review of current curriculum for continuity between grade levels,
*identification of gaps in current curriculum materials and objectives,

*assignment of responsibilities and timelines to committee members to select/develop materials needed for transition efforts,
*assignment of responsibilities and timelines to committee members to develop curriculum objectives for transition at all grade levels,
*analysis of current student IEP goals and objectives which focus on transition, and
*establish a priority to include more transition goals in each students' IEP.

Making curriculum development for transition a priority during existing meetings can be very productive and of no extra cost to the district. The focus of curriculum improvement can truly affect change in students and prepare them for adult life.

Individual teachers can also have a profound effect on a student's transition from school to adult life by changing skills taught. Some low or no cost ideas for curriculum change which an individual teacher can implement, include:

*invite guest speakers to the classroom, such as employers, store managers, landlords and other community members with whom student's will interact in adult life;
*visit the local area vocational technical school to learn more about specific vocational programs;
*develop a "wish list" for materials to implement a functional curriculum for transition. Seek donations by posting your "wish list" in the teacher's lounge, giving it to parents, the PTA, and local service organizations;
*visit local businesses and obtain sample forms (i.e., job applications, tax forms, contracts, rental agreements deposit/withdrawal forms, etc.) for use in the classroom;
*inventory local businesses to develop realistic vocabulary lists, spelling lists, math problems, social skills, and language skills; and,
*visit the local library for literature resources, audio/visual materials, and nonfiction reference materials.

The local community has a wealth of resources available to teachers who desire to make their classroom curriculum "real" and meaningful to their students. Local businesses and organizations are usually very supportive of local education efforts and are willing to help in various ways, if only asked!

EQUIPMENT

Q. AS A CLASSROOM TEACHER, I OFTEN FIND IT DIFFICULT TO FIND THE EQUIPMENT AND MATERIALS THAT I NEED TO USE WITH MY STUDENTS.

WHAT EQUIPMENT AND MATERIALS ARE AVAILABLE THAT INVOLVE LOW OR NO COST?

A. Equipment and materials are available at low or no cost and a number of sources exist. One source may include community groups involved in school partnerships. These may include your school's PTA, teacher associations for the handicapped, church and business groups in your community, and local business associations (e.g., Kiwanis organizations, Lion's Clubs, downtown business associations, etc.)

Depending upon the size of the community, additional resources may be available. Libraries are usually a good source for community resources as well as other types of information regarding financial support. Additional sources are available, including: the city Chamber of Commerce, or community development office, or donations from the community, etc.

Q. HOW CAN I ENSURE SUCCESS WHEN REQUESTING EQUIPMENT?

A. Be specific! With the advent of the computer, it's easy to create a format that you'll use time and again. You could create a form letter. Who you are and what you do will remain the same. Motivate your prospective donor, but you need to also remember to keep it short and simple. Only your needs will change. On a word processor that's easy to do.

Q. WHAT ARE SOME THINGS I SHOULD ASK FOR?

A. Use the list given in Appendix A as a guide. One enterprising school district had a local auto dealership donate a car for a school year with the insurance paid by the local Kiwanis Club.

INSERVICE

Q. HOW CAN OUR SCHOOL DISTRICT IDENTIFY AND BRING ABOUT LOW COST/NO COST INSERVICES?

A. One place to start is to identify those inservice needs of your local school district. This can be accomplished by conducting a needs assessment which can be conducted at department, building, or district level. Missouri LINC has recently completed a Hotline Module called Needs Assessment. For further information on how to design, conduct, and analyze data from a needs assessment, contact Missouri LINC.

Information obtained from a needs assessment can be used to plan staff training relative to the questions or concerns being raised.

Q. WHAT RESOURCES ARE AVAILABLE TO BRING ABOUT YOUR TRAINING GOALS AT LOW COST/NO COST?

A. A number of resources are available. The first resource is to examine those in-house personnel that have the expertise to conduct the desired inservice. Remember, your district possesses talented individuals. These individuals may not be known to you at your building, but do exist in other locations. Neighboring districts may also have personnel who could conduct transition workshops or share in your training.

In addition to in-house resources, other resource personnel outside of your school district exist. Personnel at Missouri LINC are available for inservice training. A file of other personnel who conduct inservices from around the state is also available from Missouri LINC staff. Other resources include:

- *Special Education Dissemination Center possesses training materials (VCR tapes, films, and print materials on an extensive list of topics) which may allow district personnel to conduct their own inservices;
- *Project ACCESS provides consultation, training and loan materials for those groups serving autistic and autistic-like students;
- *The Kansas City Technology Center for Special Education provides technical assistance and training involving state-of-the-art computer technology and assistive devices; and
- *University departments of special education may possess qualified staff and training material which may be of assistance.

Finally, flow through monies under P.L. 94-142 allocate $10 per handicapped student for personnel development. Local school districts may apply for Comprehensive System of Personnel Development (CSPD) monies for training purposes as a part of their annual compliance plan.

Q. WHAT ARE SOME LOW COST/NO COST IDEAS TO UTILIZE WHEN ADVERTISING THE TRANSITION PROGRAM FOR COMMUNITY AND DISTRICT SUPPORT?

A. Soliciting the cooperation of the community and its agencies requires their awareness of the program. The success of your school district's transition program often depends upon your ability to motivate community support. This support may be fostered by publicizing your project or advertizing public meetings in the newspaper. Other suggestions may include the development of brochures, videos or slides for presentations to local groups. Missouri LINC maintains a listing of commercial vendors and other state materials which could be used to advertize your program.

INTERAGENCY COOPERATION

Q. WHY IS INTERAGENCY COOPERATION A NECESSARY COMPONENT OF TRANSITION ACTIVITIES?

A. In an era of budget cutbacks and reprioritization of services for students with handicapping conditions, interagency cooperation is becoming an increasingly essential component of the service delivery system. A variety of state and national resources offer transition related services to parents, handicapped individuals, and local educational agencies (e.g., Vocational Technical Centers, associations for retarded citizens, Goodwill Industries, National Industries for Severely Handicapped, etc.). This cooperation is essential, if the students with handicapping conditions are to become productive citizens.

Q. WHAT WOULD INTERAGENCY COOPERATION ACCOMPLISH FOR MY STUDENTS?

A. Teaching employment skills to students with disabilities has its own challenges and problems. Under the umbrella of transition activities, a number of instructional models exist (see Appendix B). These include career education, adult day programs, supportive employment, career counseling, sheltered employment, and many others. Often these models require cooperation across several classrooms, departments, and buildings. When these students receive educational and vocational services across agencies, their success depends upon the cooperation of others.

Q. HOW CAN OUR SCHOOL DISTRICT BRING ABOUT IMPROVED INTERAGENCY COOPERATION?

A. Improving cooperation involves a number of stages, first, build relationships with those parents, business groups, professionals, agency personnel, and others who may help to establish a transition advisory task force. In the second stage, the task force focuses its attention on understanding the present situations. What is the present situation? What goals should be set for the future? Often asked questions may include: What are the district's goals? What is the structure of those agencies for achieving these goals? Could interagency cooperation lead to improved delivery of services? What lines of communication exist between agencies to bring about desired changes? Once these questions are answered, the task force may better identify and acquire relevant resources. Agencies, responsible for transition activities or supportive employment services, accomplish their goals and objectives through a curriculum. Identifying curricular materials is necessary, in order to coordinate those aspects of a program that are duplicated by others. In stage four, the task force

formulates a plan. This plan may involve an examination of what others have done, may involve brainstorming a possible range of solutions, may involve feasibility testing, or may involve adapting what others are doing. In the final stage, the plan is accepted by all parties. This is the heart of interagency cooperation. Task force members take back to their agency the plan. This plan is carried out by all members.

Communication is extremely important during all stages of transition planning, but is crucial during the final stage. If the student is to experience success, individual agency members must:

- *be actively aware of the overall plan, not just their responsibilities;
- *develop an interest in the success of the plan;
- *aid in its evaluation;
- *use the innovation on a trial basis, before formal adoption;
- *integrate changes, where appropriate;
- *prepare students to serve as their own advocate whenever possible; and finally,
- *must evaluate whether to formally accept or reject the plan

EVALUATION

Transition service providers need to be held accountable for their services. Formative and summative evaluations provide necessary feedback to the transition task force. Formative evaluations, evaluations that occur at several times enroute to the objective, allow the team to make changes early. These changes are based upon client or team experience, new information, or upon changes outside of the transition team's control. Any plans and objectives formulated by the transition team should be flexible enough to encorporate these changes. Summative evaluations, evaluations that occur at the end of a plan or objective, are necessary to evaluate the overall success of the program. Certainly, no other aspect of transition services is more important than successful student placement and employer satisfaction. Formative and summative evaluations are two methods of evaluating transition services.

APPENDIX A

EXAMPLES OF MATERIALS TO TEACH A FUNCTIONAL CURRICULUM

oven/stove/hot plate, barbecue grill
coin and personal washer, dryer, hangers, laundry products
dishes, silverware, pitcher, serving bowls, measuring cups
recipe books, menus from restaurants
other kitchen equipment-toaster, mixer, can opener, vegetable peeler, coupons, grocery lists, menu planners, calorie counters
vacuum sweeper, mop broom
garbage bags
clothes for sorting, washing, drying, matching, hanging, ironing
sewing kit
make up
exercise tapes
check book & register
ID card
wallet/purse
vending machine
video game
plants
playing cards, UNO
message taking pads
newsletters to fold, collate, staple, mailing labels
stapler, staple remover
rubber stamp for return address
envelopes
shovel, rake
cash register
Newspapers, coupons, want ads
job applications, time cards/time clock
copy machine/telephone/pay phone/phone book
price tags/size tags
tax table
menus
stationery

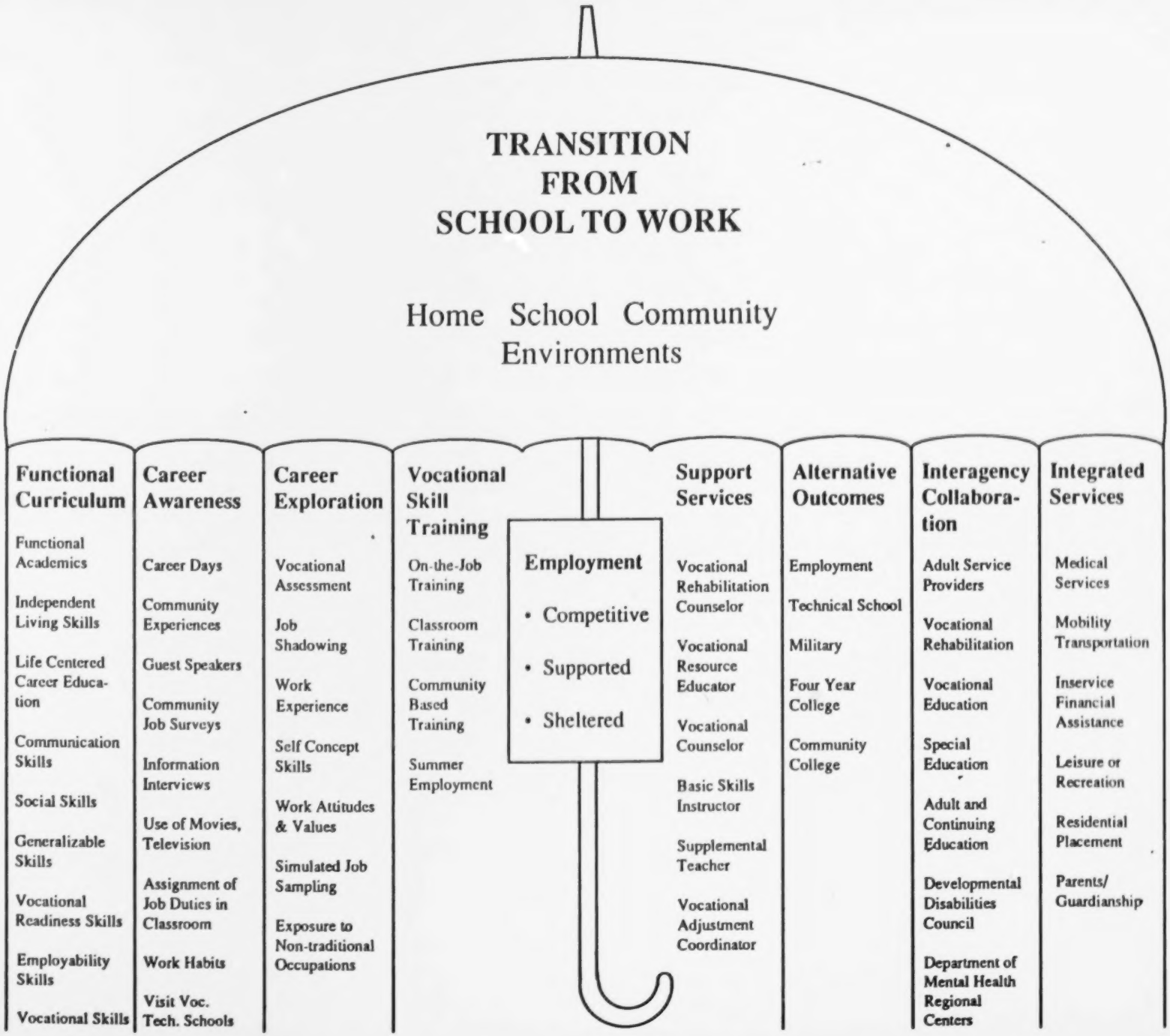
References:

Boyer-Stephens, A. (1987). Vocational resource educator handbook, revised edition. Columbia: University of Missouri, Missouri LINC.

Gritzmacher, H., Reppeto, J., and Maxam, S. Vocational adjustment coordinator handbook (revised 1988). Columbia: University of Missouri, Missouri LINC.

Timmons, T. (1986). Guide to Missouri post-secondary programs offering special services. Columbia: University of Missouri, Missouri LINC.

Appendix B


TRANSITION
FROM
SCHOOL TO WORK
Home School Community
Environments
Functional Curriculum
Functional Academics
Independent Living Skills
Life Centered Career Education
Communication Skills
Social Skills
Generalizable Skills
Vocational Readiness Skills
Employability Skills
Vocational Skills
Career Awareness
Career Days
Community Experiences
Guest Speakers
Community Job Surveys
Information Interviews
Use of Movies, Television
Assignment of Job Duties in Classroom
Work Habits
Visit Voc. Tech. Schools
Career Exploration
Vocational Assessment
Job Shadowing
Work Experience
Self Concept Skills
Work Attitudes & Values
Simulated Job Sampling
Exposure to Non-traditional Occupations
Vocational Skill Training
On-the-Job Training
Classroom Training
Community Based Training
Summer Employment
Employment
• Competitive
• Supported
• Sheltered
Support Services
Vocational Rehabilitation Counselor
Vocational Resource Educator
Vocational Counselor
Basic Skills Instructor
Supplemental Teacher
Vocational Adjustment Coordinator
Alternative Outcomes
Employment
Technical School
Military
Four Year College
Community College
Interagency Collaboration
Adult Service Providers
Vocational Rehabilitation
Vocational Education
Special Education
Adult and Continuing Education
Developmental Disabilities Council
Department of Mental Health Regional Centers
Integrated Services
Medical Services
Mobility Transportation
Inservice Financial Assistance
Leisure or Recreation
Residential Placement
Parents/ Guardianship